DOCUMENT RESUME

ED 464 080 SP 040 696

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TITLE	Poststructuralist Readings of the Pedagogical Encounter. Eruptions, Volume 14.
ISBN	ISBN-0-8204-5211-4
ISSN	ISSN-1091-8590
PUB DATE	2002-00-00
NOTE	183p.
AVAILABLE FROM	Peter Lang Publishing, 275 Seventh Avenue, New York, NY 10001 ($29.95). Tel: 212-647-7706; Tel: 800-700-5264 (Toll Free); Fax: 212-647-7707; e-mail: customerservice@plang.com; Web site: http://www.peterlangusa.com.
PUB TYPE	Books (010) -- Opinion Papers (120)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Afrocentrism; Cultural Pluralism; Democracy; Elementary Secondary Education; Equal Education; Feminism; Gender Issues; Politics of Education; *Public Schools; Racial Bias; Reading Readiness; Sex Differences; Sex Discrimination; Social Influences
IDENTIFIERS	Althusser (Louis); Barthes (Roland); Baudrillard (Jean); Derrida (Jacques); Dewey (John); Foucault (Michel); Irigaray (Luce); Kristeva (Julia); Lacan (Jacques); Merleau Ponty (Maurice); *Poststructuralism

ABSTRACT

This book uses leading poststructuralist thinkers to expose the mechanisms that U.S. public schools employ to form subjectivity. Political issues that inform pedagogy such as cultural pluralism, the Deweyan legacy, and feminist classroom strategies are read applying constructs taken from philosophers such as Barthes, Derrida, Foucault, and Kristeva. Using Saussure's linguistic theory as a starting point, this book moves from a description of the lived body and myth to deconstruction and sexual bliss, producing a multilayered set of reading strategies. After an introduction, "Reading Culture and Pedagogy Using Poststructuralist Strategies," the nine chapters are: (1) "Merleau-Ponty: Reading Embodied Meaning and Teaching"; (2) "Lacan: Reading Dewey as Dreamwork"; (3) "Althusser: Reading the Afrocentric Myth"; (4) "Barthes: Reading the Mann, Cubberley, and Deweyan Myths"; (5) "Foucault: Reading Magritte, Reading Readiness"; (6) "Baudrillard: Reading the Hyper-Reality of Dewey's Pedagogy of Occupations"; (7) "Derrida: Reading Racism and Cultural Pluralism"; (8) "Irigaray: Reading Sexual Difference"; and (9) "Kristeva: Reading with "Jouissance." (SM)

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